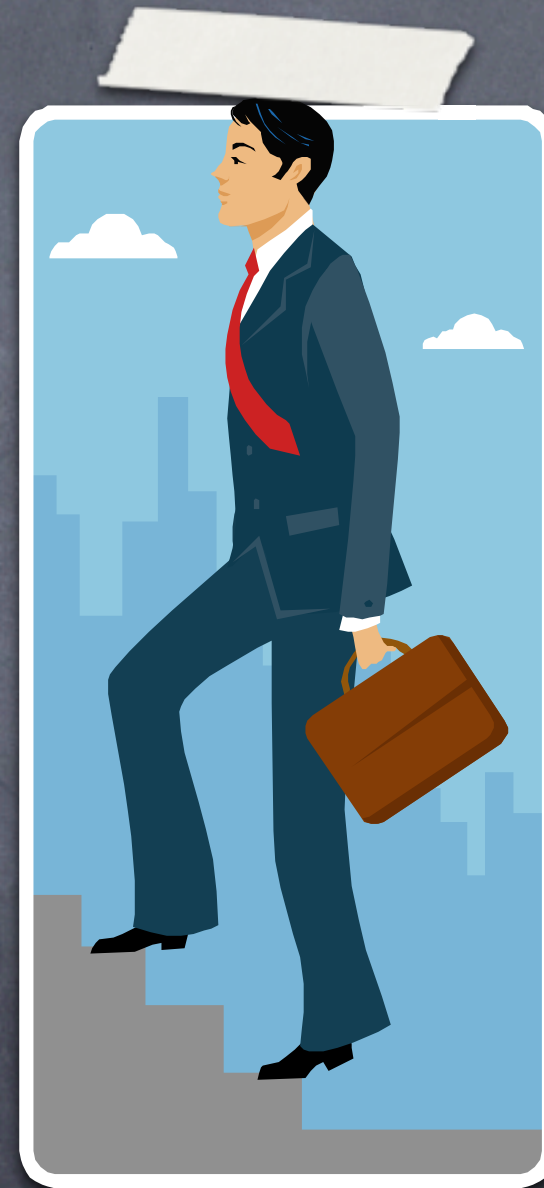


First Year Teacher Evaluation Presentation
Presented by Michael Lubelfeld Ed.D.
Assistant Superintendent for Personnel Services

Teacher Evaluation

- Welcome to District 112 – You were selected from among a LARGE pool of other talented applicants!
- The Evaluation **Process** is designed to support your growth and celebrate your success
- The Evaluation Process is designed to help you set goals and make improvements where and when needed



Excellence is a journey

There are many Qualities
of Excellent Teachers

Ron Clark's 11:

Enthusiasm

Adventure

Creativity

Reflection

Balance

Compassion

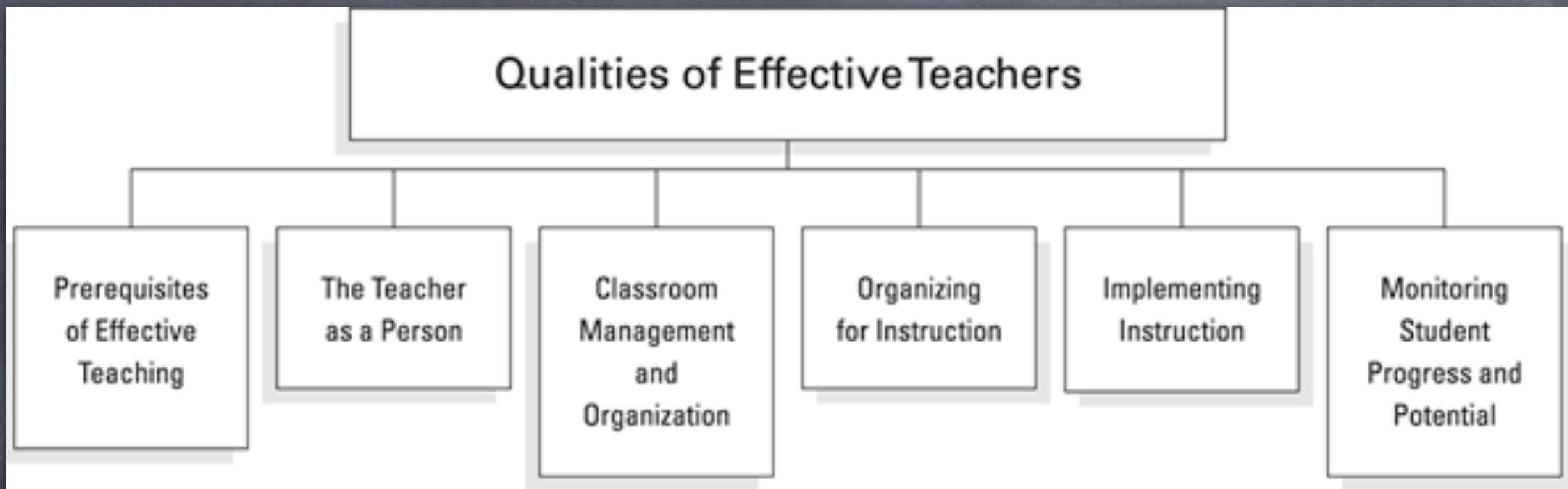
Confidence,

Humor,

Common Sense,

Appreciation,

Resilience



Qualities of Effective Teachers by James H. Stronge (Author) – resource book – guide – ASCD (Association for Supervision and Curriculum Development)

The clinical supervision model

Conference
Observation
Feedback
Reporting

- GOAL CONFERENCE
- Pre-Observation Conference(s) before October 15, at or before which time teacher and principal develop goals for the teacher's professional growth

The clinical supervision model

Teach so students

LEARN

Focus on the WORK
of Students

• OBSERVATIONS

- At least 4 (or more) observations (teacher notified three working days prior to initial formal observation)
- Immediate feedback should follow these observations (both known and “drop-in”)

No Surprises!

- IF SERIOUS CONCERNS ARE NOTED:
- Corrective strategies will be developed by principal and teacher within 10 working days of observation
- Each teacher shall be given two verbal progress reports, #1 no later than Dec. 1, and #2 no later than Jan. 30

No Surprises!

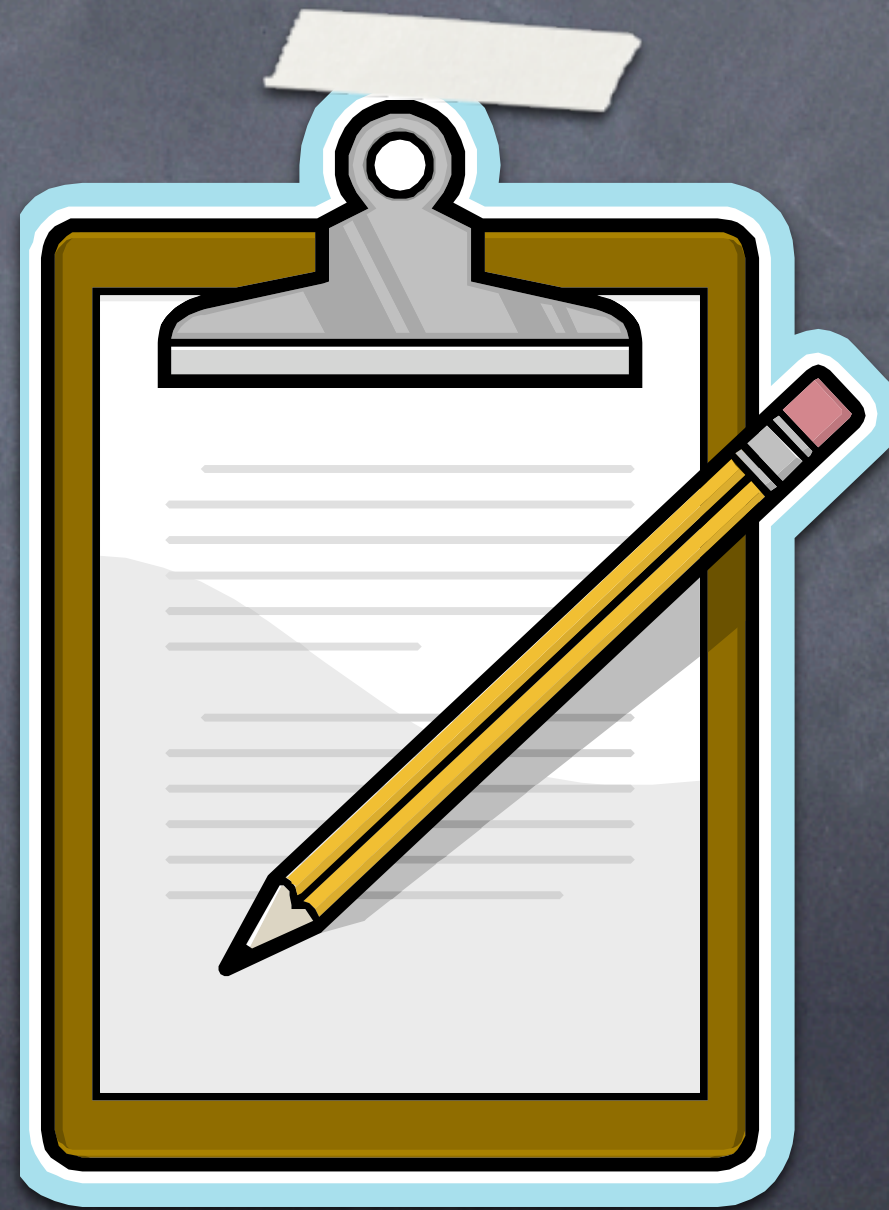
- IF PRINCIPAL BELIEVES THAT THERE ARE REASONS THAT THE TEACHER MAY NOT BE RECOMMENDED FOR REHIRE:
- The principal will inform the teacher and establish goals for improvement where appropriate
- Final Conference to be held within 10 working days of last observation

The Evaluation Report

- Evaluation Report reflecting TOTAL PERFORMANCE written within 10 working days of final conference
- Teacher prepares list of professional activities
- Evaluation Report completed and given to teacher by February 15

The Report (details)

- Name/Information/Activities
- Goals/Dates of Observations and Conferences
- Job Description Narratives
- Rating



INSTRUCTIONAL EFFECTIVENESS

- Classroom practices show a mastery of content and skills relevant to the teacher's professional responsibilities.
- Provides structure that encourages effective self-disciplined students in all situations.
- Incorporates the child's learning style, interest and motivational factors in a developmentally appropriate manner.

INSTRUCTIONAL EFFECTIVENESS

- Ensures that all students have the opportunities to ask questions, contribute, and otherwise participate in class activities.
- Differentiates and modifies content, curriculum, activities and expectations to meet the needs of individual children.
- Builds and connects concepts and prior knowledge to new learning experiences.
- Monitors learning through a variety of assessment methods and adjusts instructional decisions accordingly

INSTRUCTIONAL EFFECTIVENESS

- Uses available student data in ascertaining needs, planning work, and guiding the learning process.
- Demonstrates evidence of daily and long-range planning.
- Collaborates with appropriate resource people.
- Integrates multiple disciplines
- Utilizes a variety of learning strategies
- Engages in reflective thinking about effective teaching practices.

ORGANIZATION

CLASSROOM MANAGEMENT

- Creates a learning environment and structure which nurture self-esteem, self-confidence and self-discipline
- Implements behavior management strategies that are fair and consistent
- Establishes physical conditions that promote a positive learning climate

ORGANIZATION

CLASSROOM MANAGEMENT

- Provides pupil integration of classroom routines and practices
- Provides evidence of planning that establishes long-range objectives; i.e. daily activities scheduling, materials and resources
- Acknowledges student learning accomplishments, on-task behaviors and appropriate conduct

PROFESSIONALISM

PROFESSIONALISM

- Performs duties in accordance with Board of Education, administration and school policies
- Is punctual and regular in attendance, duties and responsibilities
- Actively pursues professional growth

PROFESSIONALISM

PROFESSIONALISM



- Accepts recommendations for change and implements new programs and policies in a positive, professional manner
- Works cooperatively with colleagues and is willing to accept decisions of the group

PROFESSIONALISM

- Solves professionally-related problems appropriately
- Engages in reflective thinking on personal qualities and experiences related to effective teaching
- Performs necessary clerical responsibilities
- Takes part in professionally related activities

PERSONAL QUALITIES

Focus on this area!

- Communicates effectively with students, parents, colleagues and community
- Establishes good rapport with students, colleagues, parents and community
- Interacts with students, colleagues, parents and community in a mutually respectful manner
- Expresses interest and enthusiasm for teaching and learning

PERSONAL QUALITIES

Focus on this area!

- Demonstrates empathy, fairness and consistency
- Serves as a positive role model for students and colleagues
- Shows a sense of humor as appropriate
- Demonstrates flexibility and cooperation
- Demonstrates appropriate voice, diction and language usage

PERSONAL QUALITIES

Focus on this area!

- Demonstrates appropriate listening skills
- Maintains a positive and pleasant attitude
- Maintains a professional demeanor
- Develops supportive and collegial relationships

THE RATINGS

Use the Performance Framework Document

Excellent Documented formal and informal observations of the teacher's total performance reveal clearly identified strengths and performance of distinguished quality. Expectations are consistently exceeded in all four areas measured by the evaluation instrument.

Very Good Documented formal and informal observations of the teacher's total performance reveal strengths and performance of consistently commendable quality. Expectations are met in all of the areas measured by the evaluation instrument.

Satisfactory Documented formal and informal observations of the teacher's total performance reveal acceptable level of performance. The four areas measured by the evaluation instrument are executed with adequately quality. Expectations are met in all four areas of the teacher job description.

THE RATINGS (continued)

Needs Improvement Documented formal and informal observations of the teacher's total performance reveal deficiencies in one or more areas of the evaluation instrument. Areas measured by the evaluation need improvement. Identified deficiencies will be addressed in the teacher's performance goals. For tenured teachers this rating will necessitate a formal evaluation in the following school year.

Unsatisfactory Documented formal and informal observations of the teacher's total performance reveal significant deficiencies in one or more areas of the evaluation instrument. These deficiencies are of such a degree as to require the direct intervention of an administrator and, for tenured teachers, the formally identified remedial plan as per 105ILCS 5/24A-5 of the Illinois School Code.

Know the rules, laws, policies,
expectations

Review the job description

Review the policies
Work with your mentor
Stay focused
Read the Wong book
Take care of yourself!!



Think Success, Act Success, Be Success!

- We hired you because you demonstrated predictably excellent qualities and traits
- We will evaluate you to help sustain and support your strength areas and identify and improve upon your areas in need of improvement and attention



Work with your mentor, your principal, your colleagues, and your district administrators